

Eastern Illinois University
Revised Course Proposal

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CSD 5900
3. Short title: Appraisal
4. Long title: Appraisal
5. Hours per week: 3 Class ☐ Lab 3 Credit
6. Terms: ☐ Fall ☒ Spring ☐ Summer ☐ On demand
7. Initial term: ☐ Fall ☒ Spring ☐ Summer Year: 2019

8. **Catalog course description:** This course is a study of the selection, administration, scoring, and interpretation of standardized tests and other assessment techniques used in counseling programs.
9. **Course attributes:**
General education component: None.
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive
☐ Writing active

10. **Instructional delivery**
Type of Course:
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify:

Mode(s) of Delivery:
☐ Face to Face ☐ Online ☐ Study Abroad
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction 60/40

11. Course(s) to be deleted from the catalog once this course is approved. None.

12. Equivalent course(s): None.
a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No

13. Prerequisite(s): CSD 5500, 5510, 5520, 5530.
a. Can prerequisite be taken concurrently? ☐ Yes ☒ No
b. Minimum grade required for the prerequisite course(s)? B for CSD 5530.
c. Use Banner coding to enforce prerequisite course(s)? ☒ Yes ☐ No
d. Who may waive prerequisite(s)?
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None.

15. Enrollment restrictions

- a. **Degrees, colleges, majors, levels, classes which may take the course:** Open only to students who have been admitted to the Department of Counseling and Student Development
- b. **Degrees, colleges, majors, levels, classes which may not take the course:** Students who have not been admitted to the CSD Program

16. Repeat status: x May not be repeated May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: _____

18. Grading methods: x Standard CR/NC Audit ABC/NC

19. Special grading provisions:

- ___ Grade for course will not count in a student's grade point average.
 ___ Grade for course will not count in hours toward graduation.
 ___ Grade for course will be removed from GPA if student already has credit for or is registered in: _____
 ___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software _____
 Course Fee ___No__x___Yes, Explain if yes Student will need to pay a small fee for the purchase of testing materials used in training.

21. Community college transfer:

- ___ A community college course may be judged equivalent.
___ A community college may not be judged equivalent.
Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. x Course is required for the major(s) of Counseling and Student Development

 ___ Course is required for the minor(s) of _____

 ___ Course is required for the certificate program(s) of _____

 ___ Course is used as an elective
2. **Rationale for proposal:** To meet the current CACREP accreditation standards.
3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: n/a

Prerequisites: Core content and skill based courses (5500, 5510, 5520, 5530) needed for advanced courses.

Co-requisites: n/a

Enrollment restrictions: Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

Writing active, intensive, centered: n/a

4. General education assurances (answer N/A if not applicable)

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for practicum and internship. There has been an increased interest from students to have the CSD department offer a hybrid format.

Instruction: When the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

- a. CSD 5900, Appraisal

2. Catalog description

This course is a study of the selection, administration, scoring, and interpretation of standardized tests and other assessment techniques used in counseling programs.

3. Learning objectives.

Graduate Learning Goals
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

Course Objectives	Graduate Learning Goals
a) Examine the historical perspectives concerning the nature and meaning of assessment.	1, 2
b) Discuss methods of effectively preparing for and conducting initial assessment meetings.	1, 2
c) Develop and understanding of the procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.	1, 2
d) Discuss procedures for identifying trauma and abuse for reporting abuse.	1, 2
e) Understand the use of assessments for diagnostic and intervention planning purposes.	1
f) Examine basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations.	1, 2
g) Discuss basic statistical concepts, including scales of measurement, communication measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	1, 2
h) Discuss validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity. Discuss reliability (i.e., theory of measurement error, models of reliability and the use of reliability information).	1, 2
i) Understanding the use of assessments relevant to academic/educational, career, personal, and social development.	1
j) Understand the use of environmental assessments and systematic behavioral observations.	1
k) Understand the use of symptom checklists, and personality and psychological testing as it relates to Clinical Mental Health Counseling.	1
l) Understand the use of assessment results to diagnose developmental, behavioral, and mental disorders.	1
m) Examine social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.	1, 2

4. Course materials.

Whiston, S.C. (2017). *Principles and applications of assessment in counseling* (5th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

5. Weekly outline of content.

Week	Topic	Length of Class	Assignments Due	Readings
1.	Introduction to course Assessment in Counseling - <i>SDP team selection</i>	150 minutes	Team membership form to instructor by end of class	Ch.1
2.	Basic Measurement Principles	150 minutes	Online quiz	Ch. 2
3.	Reliability - <i>SDP team meeting 1</i>	150 minutes	Submit preliminary items for SDP on D2L Bring in results of IRB test	Ch. 3
4.	Validity and Item Analysis	150 minutes	Submit short report on the SDS Online quiz Take 16 PF	Ch. 4
5.	Ethical and Legal Issues in Assessment - <i>SDP team meeting 2</i>	150 minutes	Last day to identify client for TIP Take SDS and 16 PF assessments	Ch. 5
6.	Selecting, Administering, Scoring & Communicating Assessment Results	150 minutes	Submit final instrument for SDP on D2L for feedback Online quiz	Ch. 7
7.	Initial Assessment in Counseling - <i>SDP team meeting 3</i>	150 minutes	Last chance to take SDS and 16 PF assessments	Ch. 8
8.	Assessment in Career Counseling	150 minutes	Last day administer TIP Online quiz	Ch. 11
9.	Appraisal of Personality -score TIP instruments	150 minutes	Last day to start SDP collection Last day to score TIP	Ch. 12
10.	Spring Break			
11.	- <i>SDP team meeting 4</i> SDP data collection and analysis	150 minutes		
12.	Assessing Achievement and Aptitude: Applications for Counseling	150 minutes	TIP report Due; 11:59 pm Online quiz	Ch.10

13.	Intelligence and General Ability Testing <i>-SDP team meeting 5</i>	150 minutes	Submit SDP draft on D2L for feedback	Ch.9
14.	Issues Related to Assessment with Diverse Populations	150 minutes	Online quiz	Ch. 6
15.	Monitoring and Evaluating Counseling Presentation of SDP	150 minutes	SDP report Due; 11:59pm	Ch. 16
16.	Final			

6. Assignments and evaluation, including weights for final course grade.

In-Class Assignments/Activities/other Homework - 40

Online Quizzes - 60

Scale Development Project (SDP) - 100

Test Interpretation Project (TIP) - 100

Comprehensive Final – 100

Total possible - 400

- a) In-Class Assignments/Activities/other homework- All students are expected to participate in class discussions and small group work designed to create a cooperative learning environment. Attendance is mandatory for all sessions.
- b) Online Quizzes- In order to facilitate wider engagement with material, students will complete an open book/open notes timed quiz on D2L for each chapter.
- c) Scale Development Project- Students will work in groups of 3 – 4 students to construct two 10-item scales and global measures designed to measure selected psychological constructs. Students will develop an operational definition of each construct, write items, develop an instrument, administer the instrument containing the 20 items, analyze the data, and write a report summarizing the development process and results. Each group will present their results to the class.
- d) Test Interpretation Project - Each student will administer two (2) instruments to one person. The two instruments the student will administer are: the Sixteen Personality Factor Questionnaire (16PF: a measure of normal personality), and the Self-Directed Search (SDS: a measure of vocational interests). Afterwards, the student will be required to provide feedback to his/her examinee. This should be videotaped. Students will turn in a written report containing an interpretation of the test scores along with a summary of the feedback session. The assessment report needs to be 8-10 pages in length.
- e) Comprehensive Final - Students will be required to take a final exam will comprise a timed, comprehensive assessment which will seek to test your knowledge of key concepts covered over the semester

7. Grading scale.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

8. Correlation of learning objectives to assignments and evaluation.

Assignments and Evaluation	Learning Objectives
In-Class Assignments /Activities/Other Homework	Course objectives a.,b.,c.,d.,e.,f.,g.,h.,i.,j.,k.,l.,m.
Online Quizzes	Course objectives a.,b.,c.,d.,e.,f.,g.,h.,i.,j.,k.,l.,m.
Scale Development Project	Course objectives b.,g.,h.,m
Test Interpretation Project	Course objectives b.,g.,h.,m
Comprehensive Final	Course objectives a.,b.,c.,d.,e.,f.,g.,h.,i.,j.,k.,l.,m.

Date approved by the department or school: 2/14/18

Date approved by the college curriculum committee: 2/26/18

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: